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these principles which has appeared; its influence on the organization and administration of the various subjects is bound to be colossal.

It outlines, among other topics, the need for reorganization; the goal of education in a democracy; and the main objectives of education. The last-mentioned section is the backbone of the discussion, and is generally in agreement with the objectives stated by such men as Dewey and Bobbitt. The Commission regards the following as the main objectives of education: health, command of fundamental processes, worthy home-membership, vocation, citizenship, worthy use of leisure, and ethical character.

The bulletin is recommended to school people in general, and particularly to the administrative officers and teachers in secondary schools.¹

The modern mode of approach to the organization and administration of a scheme of industrial education is through the industrial survey. The reader is no doubt already familiar with the reports of such well-known surveys as those of Minneapolis, Richmond, Virginia, and Indiana (comprising the Indianapolis, Evansville, Richmond, and Jefferson County surveys). Now we have a similar survey for Wilmington, Delaware. The report of this survey should be of particular interest to those who are immediately concerned with the organization and administration of industrial education. Superintendents, vocational advisers, and industrial arts supervisors will find in the report a suggestive technique by which they may survey their communities as a preliminary step to introducing or modifying a scheme of industrial education.²

Research in the field of rural education has been very meager. Studies in the field of urban education are constantly appearing, but they are infrequent in rural education. One of the most recent contributions to the latter field has just appeared. It shows the various ways in which the state normal schools of the nation are helping to prepare teachers for the rural schools. Professor Burnham's recent study will afford many suggestions to those most immediately concerned with the work of normal schools.³

Americanizing non-English residents.—The Americanization movement has made wonderful progress during the past two years. One handicap the workers in the field have felt is the insufficient supply of suitable material in

¹ *Cardinal Principles of Secondary Education* Bulletin, 1918, No. 35. Washington, D.C.: Government Printing Office. Pp. 32. \$0.50.

² *Industrial Education in Wilmington, Delaware*. Bulletin, 1918, No. 25. Washington, D.C.: Government Printing Office. Pp. 102. \$0.15.

³ *Rural-Teacher Preparation in State Normal Schools*. Bulletin, 1918, No. 27. Washington, D.C.: Government Printing Office. Pp. 77. \$0.10.

the form of textbooks. Realizing this drawback to effective adult education, publishers and specialists have set about to remedy the situation. An addition to the small supply of suitable texts to use in adult classes is a little book by Henry H. Goldberger,¹ principal of Public School 18, New York City, and instructor in methods of teaching English to foreigners, Columbia University.

After ten pages of introductory material on "Principles of Method" in which the author tells how to use his book and discusses such matters as phonics, writing, reading, conversation, number work, and the like, the material for the first lesson, entitled "In School," is presented along with some directions relative to teaching it. A similar scheme is followed in connection with each lesson, one hundred eleven in all. Throughout the book topics are used which are closely related to the daily life of the reader. To add to this concreteness a copious sprinkling of well-selected illustrations is scattered throughout the book.

Two recent books in social science including history.—Some of the high-school teachers in the state of California are making important contributions to the solution of the problems relative to the teaching of the social sciences in secondary schools. R. L. Ashley, of the Pasadena High School, and Anna Stewart, of Los Angeles, are two teachers of this state who have recently made contributions in the form of a text in modern European history² and outlines and references for a course in social problems.³

Modern European Civilization is the culmination of nine years of work by its author on the problem of the reorganization of the high-school course in social studies including history. *The New Civics*, *Early European Civilization*, and *American History* are other contributions to the solution of this problem by Mr. Ashley. The volume deals with Europe during the three centuries since 1648. It aims to emphasize great movements rather than minor historical changes, social and economic conditions, and those changes most closely related to present-day Europe. Inasmuch as the general make-up of this book is similar in every respect to *Early European Civilization*, which is rather well known by high-school history teachers, it seems unnecessary to speak of these phases here.

¹ *English for Coming Citizens*. New York: Scribner, 1918. Pp. xx+236.

² R. L. ASHLEY, *Modern European Civilization*. New York: Macmillan, 1918. Pp. xxii+710. \$1.80.

³ ANNA STEWART, *Social Problems: Outlines and References*. Boston: Allyn & Bacon, 1917. Pp. vi+229. \$0.75.